



BIG FIVE PERSONALITY FACTORS AMONG PHYSICAL EDUCATION AND NON-PHYSICAL EDUCATION TEACHERS

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ABSTRACT

Objective: The Big Five traits describe aspects of personality that are remarkably consistent, especially among adults. An acronym for remembering these factors can be formed by rearranging the first letters of each factor to form the word OCEAN. The present study examined to study the big five personality factors among physical education and non-physical education teacher's effect of gender and faculty on suicidal tendency among students. **Method:** The present study consists of 40 male teachers, 20 physical education teachers and 20 non physical education teachers randomly selected in different high schools in Rewa District. Dr Tom Buchanan's Big Five Personality Inventory was used for data collection. **Results:** The findings of the present study demonstrated that there is no significant difference between Agreeableness, Conscientiousness, Neuroticism, and Openness of physical education and non-physical education teachers. **Conclusions:** There is no significant difference between the big five personality factors among physical education and non-physical education teachers.

KEY WORDS: Agreeableness, Conscientiousness, Neuroticism, Openness, physical education, non-physical education and teacher.

Introduction

The term personality refers identity alludes to an individual's attributes, passionate reactions, considerations, and practices that are moderately steady after some time and crosswise over circumstances. Gordon W. Allport gave the best working definition of personality, he define personality "Personality is the dynamic organization within the individual of those psychophysical systems that determines his unique adjustment to his environment".

Raymond B. Cattell provided the theoretical groundwork for much of the current research in the measurement of personality. That work has culminated in the emergence of five factors that form a potential basic model for delineating the structure of personality. Some have even suggested that a consensus on the factors now exists, popularly known as the Big Five. The Big Five traits (Neuroticism, Extraversion, Openness, Agreeableness and Conscientiousness) describe the main aspects of personality that are remarkably consistent, especially among adults. An acronym for remembering these factors can be formed by rearranging the first letters of each factor to form the word OCEAN. The importance of big five approach is that it points that real human personality structure can be described in terms of a reasonably small, universal set of traits. Rich source of literature in the area of personality among physical education and non physical education teachers few of them are like Mantu & Montu (2014) revealed that there was insignificant difference in personality traits between physical education teacher and general education. Results also suggested that physical education teacher have more extrovert than general education teacher. Kursad (2014) investigated personality characteristics and burnout levels among teachers by applying five factor personality scale developed by Goldberg et al., and Maslach burnout inventory by Maslach and Jackson on 303 teachers, working in primary schools in Kutahya city center selected through random sampling method. Results revealed that significant middle to low level negative correlations was found between personal characteristics and burnout levels among teachers. Maryam et al., (2012) revealed that mental health extraversion, openness to experience, agreeableness were negatively significant correlations with burnout sub-scales and neuroticism was found positively significant correlation with theme. Also conscientiousness was found insignificant with burnout sub-scales. They also concluded that mental health and personality traits have a significant role in burnout in physical education teachers. Nia and Besharat (2010) discovered immaterial distinction between the extroversion identity and games sorts.

Statement of the Problem

To study the big five personality factors among physical education teachers (PET) and non-physical education teachers (NPET)

Hypotheses

1. There is no significant difference found between Extroversion scores of physical education and non-physical education teachers.
2. There is no significant difference found between Agreeableness scores of physical education and non-physical education teachers.
3. There is no significant difference found between Conscientiousness scores of physical education and non-physical education teachers.

4. There is no significant difference found between Neuroticism scores of physical education and non-physical education teachers.

5. There is no significant difference found between Openness scores of physical education and non-physical education teachers.

Sampling

The present study consists of 40 male teachers, 20 physical education teachers and 20 non physical education teachers randomly selected in different high schools in Rewa District.

Psychological Tool

Dr Tom Buchanan's Big Five Personality Inventory was utilized for information accumulation. The inventory consists of 5 areas viz Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness with 41 items, each item has 5 alternatives.

Result

The main purpose of the present study was to measure and compare the big five personality factors among physical education and non-physical education teachers. The whole data was obtained by using the Big Five Personality Inventory constructed by Dr Tom Buchanan's. The scores were assigned for different responses according to the item. The scores were arranged in tabular form. t- Test was applied to test hypothesis. Mean and S.D value and SEd of every group were also calculated. Results are given in tables.

Table No.1
Showing Mean, S. D., SE_s, M.D, SEd difference and t- value of Extraversion scores of physical education teachers (PET) and non physical education teachers (NPET)

Teachers	N	Mean	S.D	SEd	df	M.D	SEd difference	t- value
PET	20	30.7	4.58	1.02	38	0.7	1.13	0.77
NPET	20	31.4	2.16	0.48				

Table no.2
Showing Mean, S. D., SE_s, M.D, SEd difference and t- value of Agreeableness scores of physical education teachers (PET) and non physical education teachers (NPET)

Teachers	N	Mean	S.D	SEd	df	M.D	SEd difference	t- value
PET	20	26.8	2.09	0.46	38	0.3	0.59	0.50
NPET	20	27.1	1.61	0.36				

Table no.3

Showing Mean, S. D., SE_d, M.D, SED difference and t- value of Conscientiousness scores of physical education teachers (PET) and non physical education teachers (NPET)

Teachers	N	Mean	S.D	SEd	df	M.D	SEd difference	t- value
PET	20	37.1	4.31	0.96	38	1	120	0.83
NPET	20	36.1	3.19	0.71				

Table no.4

Showing Mean, S. D., SE_d, M.D, SED difference and t- value of Neuroticism scores of physical education teachers (PET) and non physical education teachers (NPET)

Teachers	N	Mean	S.D	SEd	df	M.D	SEd difference	t- value
PET	20	20.6	2.8	0.64	38	1.2	0.95	1.25
NPET	20	19.4	3.15	0.70				

Table no.5

Showing Mean, S. D., SE_d, M.D, SED difference and t- value of Openness scores of physical education teachers (PET) and non physical education teachers (NPET)

Teachers	N	Mean	S.D	SEd	df	M.D	SEd difference	t- value
PET	20	26.3	1.78	0.39	38	1	0.77	1.67
NPET	20	25.3	2.97	0.66				

Discussion

The results of present study demonstrated that insignificant differences were found among big five personality factors of physical education and non-physical education teachers. The mean, S. D., SE_d, M.D, SED difference of Extraversion scores of physical education and non physical education teachers were found [(Mean 30.7, 31.4) (S.D 4.58, 2.16) (SEd 1.02, 0.48) (M.D 0.7) (SEd difference 1.13)] t- value was found 0.77 with df 38 which is found insignificant at 0.05 level of significance. Thus on the basis of findings the researcher can say that there is no significant difference among the Extraversion scores of physical education and non physical education teachers. Therefore our 1st hypothesis is accepted.

Mean, S. D., SE_d, M.D, SED difference of physical education and non physical education teachers in respect to of Agreeableness scores were found [(Mean 26.8, 27.1) (S.D 2.09, 1.61) (SEd 0.46, 0.36) (M.D 0.3) (SEd difference 0.59)] t- value was found 0.50 with df 38 which is less than tabulation value at 0.05 level of significance. Therefore our 2nd there is significant no difference found between Agreeableness scores of physical education and non-physical education teachers is also accepted.

Our 3rd hypothesis there is no significant difference found between Conscientiousness scores of physical education and non-physical education teachers is also accepted as the obtained t-value 0.83 with 38 df was found insignificant at 0.05 level of significance. Mean, S. D., SE_d, M.D, SED difference of Conscientiousness scores of physical education and non physical education teachers were found [(Mean 37.1, 36.1) (S.D 4.31, 3.19) (SEd 0.96, 0.71) (M.D 1) (SEd difference 1.20)] respectively. Thus we may say there is no significant difference in respects to Conscientiousness scores of physical education and non-physical education teachers.

While talking about 4th there is no significant difference found between Neuroticism scores of physical education and non-physical education teachers is also accepted because obtained t-value 1.25 with 38 df was found insignificant at 0.05 level of significance. Mean, S. D., SE_d, M.D, SED difference of Neuroticism scores of physical education and non physical education teachers were found [(Mean 20.6, 19.4) (S.D 2.87, 3.15) (SEd 0.64, 0.70) (M.D 1.2) (SEd difference 0.95)] respectively. Thus we may say there is no significant difference in respects to Neuroticism scores of physical education and non-physical education teachers.

Last hypothesis there is no significant difference found between Openness scores of physical education and non-physical education teachers was also accepted. The mean, S. D., SE_d, M.D, SED difference of Openness scores of physical education and non physical education teachers were found [(Mean 26.3, 25.3) (S.D 1.78, 2.97) (SEd 0.39, 0.66) (M.D 1) (SEd difference 0.77)] t-value was found 1.67 with df 38 which is found insignificant at 0.05 level of significance. Thus on the basis of findings the researcher can say that there is no significant difference among the Openness scores of physical education and non physical education teachers. Our findings are also supported by various researchers like Demir (2015) who found significant correlation between specialties and personality traits of physical education teachers in terms of emotional stability and compatibility domains. Results also revealed that insignificant difference was

found between sports types (team or individual sports) and personality traits of physical education teachers.

Conclusion

To sum up taking into account the results of the current study, the researcher might conclude that there is no significant difference between the big five personality factors among physical education and non-physical education teachers.

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